

# Red Cliff Education Division NEWSLETTER Binaakwii-Giizis (Falling Leaves Moon) October, 2010



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## Special points of interest:

- Picture Day: October 19th
- ECC Ojibwe Language Committee Meeting: Monday, October 18th @ 3:00
- Join the Family Services e-mail list, send us an email:

[ECCFAMILYSERVICES@yahoo.com](mailto:ECCFAMILYSERVICES@yahoo.com)

- Sewing Class every Wednesday at 5:00pm in Large Motor Room
- Join the Red Cliff Education Committee!!!



## Celebrate Fall @ The ECC

The ECC will host it's annual Fall Harvest on **Thursday, October 28th, beginning around 9am through the lunch hour (11:30ish)**. Parents and community members are encouraged to join us during this time.

The event will consist of games such as cookie walk, giigoo pond, pin the tail on the gaazhagens, pin the nose on the pumpkin, face painting and MORE!

The kitchen staff will be preparing a ham dinner with potatoes, spaghetti squash and apple crisp!! Parents and others are welcome to stay for lunch.

After lunch parents are welcome to take their child home with them or they can stay at school for the remainder of the day.

We celebrate this time of the year as an occasion when people gather and celebrate

the harvesting of fall foods such as squash, manoomin, apples, corn and PUMPKINS. Each child will be given a pumpkin from the school to take home with them!

We look forward to seeing everyone!



## 2010-2011 ECC Policy Council!

We would like to welcome the 2010-2011 Policy Council (PC). Returning to the PC is Jennifer Bouley, Angela Berg, Candyce Holcomb and Jennifer Bresette; new members joining the council are Hudson Gauthier, Johanna Wilson and Justin Newago. Marvin Defoe will serve as the Tribal Council Liaison. The PC meets monthly and plays a huge role in the ECC program, they provide feedback to policies, budgets, grants, plans, activities, staffing and several other aspects. We want to say "Miigwetch and welcome!" Policy Council meetings are posted in the monthly calendar/newsletter, in the main hallway of the ECC, and sent out to all families on the Family Services e-mail list.

**ECC Family  
Resource Coordinators**



**Patt**



**Nicole**



**Maureen**



**Auna**

**"Your Family Resource  
Coordinator is available  
anytime for  
any reason!"**

**Binaakwii -Giizis (Falling Leaves Moon)  
October Activities Calendar**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6 Sewing 5pm	7	8 Car Seat Clinic 11-1 @ ECC  Home Base play Day 10am @ ECC	9
10	11	12 Health Screenings @ ECC 8-11am	13 Sewing 5pm	14	15	16
ECC Self-Assessment Week →			17	18	19	20
	18 Ojibwe Language Committee Meeting 3pm @ ECC	19 ECC Picture Day *Kindergarten Fam- ily Night 5pm *Tribal Council Meeting 4:30pm	20 Sewing 5pm	21	22 Bayfield School Closed	23
24	25 Bayfield School Board Meeting 6pm	26	27 Sewing 5pm	28 ECC Fall Harvest 9am	29	30 Gate Night
31 Halloween!	November 1st Tribal Council Meeting 6:30pm	November 2nd Picture Retakes 8am	November 3rd Shaken Baby Syn- drome Training 10am @ ECC  Sewing 5pm	November 4th	November 5th Bayfield Early Re- lease @ 12:45am	November 6th

# Home Base



OCTOBER

Binaakwii-Giizis

(Falling Leaves Moon)

**Come one, Come All, to our  
October Socializations!**

**Dates and topics this month:**

**Friday, October 8th  
10am-12pm  
Health and Safety @ ECC**

**Thursday, October 28th: 9am-  
11am Fall Harvest Fest @ ECC**

## Halloween Safety Tips:

- \*Wear light or reflective clothing
- \*Walk on the correct side of the road
- \*Don't eat candy that has already been opened or appears to be tampered with
- \*Always be careful of choking hazards with young children

**HAVE FUN!!!!**

The Home Base Program would like to  
wish a BIG Happy Birthday to:

Elliot: 1 year old on the 1st

Evan: 1 year old on the 1st

Jewel: 2 years old on the 14th

Zoe: 3 years old on the 22nd

Jasmine: 3 years old on the  
23rd







# Binaakwii-Giizis

2010

## Waabooz Abiwin

Boozhoo Waabooz parents. We are so excited to have all 8 kids. Just remember, this is new for all of us so transitions will still take awhile. Let us know if you have any suggestions.

We officially got word of our ANA language grant! This means a couple of things:

1. Regular attendance is VITAL! We need to make sure the kids are well settled in school before more changes occur. The best way to keep them comfortable is to keep getting them here.

2. We will be working more diligently on language. Expect new words and more fun! Thank you to all of the parents for putting in those extra couple of minutes to help you and your child learn.

### What have we done so far?

We have been transitioning all of the kids. It seems to be going relatively well. It will take work from everyone to get used to all of our new friends and our schedule. The more the kids are here, the easier it is to get used to everything.

### What are we working on now?

We will begin lesson plans during the month of October. We will work on large group plans (like getting used to the schedule) and individual plans (like learning how to walk). If you have any suggestions or requests for your child, please let us know and we will incorporate it into their plans.

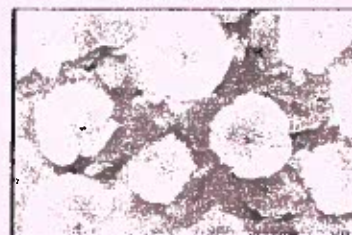
### What's coming next?

Language, language, language...

We will be "interviewing" each child on video with their introduction speeches this month. You will get a copy of their translated speech when we have completed their video. If you would like to view the video, we can arrange a time for you to see it.

We will continue to enjoy the great outdoors. The weather is changing so please remember to keep your child dressed appropriately. We are the smallest kids, but we still need to get outside so be sure you are sending hats, mittens and footwear. Anything the children get sent in, we will be sure to get on the them when we go outside.

Thank you for all of your hard work and support!



# Amik Room



**BOOZHOO :**

We have had a good month getting to know our "New" classroom. The children seem to like it very much. They are working on getting their coats to their cubby, sitting for group time, using silverware, cleaning-up (which they are very good at), and much more!

Ojibwe language is being used often and the children know the 2 new words that were introduced in September—**giiziibiiginingiin** (wash hands) and **giziiyaabide'on** (brush teeth). You really have very smart children and we are so proud of each one!

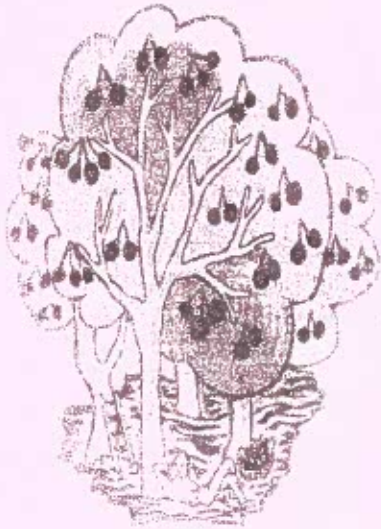
For the month October, our 2 new words are: **cup-onaagaan** and **clean-up-biinitoon**.

**Giiziibiiginingiin**—gee/zee/bee/gin/in/jean

**Giziiyaabide'on**—gi/zee/yaa/bi/day/on

**Onaagaan**—on/aw/gun

**Biinitoon**—bean/i/toon



For the next 2 weeks our lessons will focus on apples ( **mishiimin**—mi/she/min) and Halloween. Some things they will work on are ripping, gluing, painting, comparing, matching, colors, etc.

**Isaiah likes to play catch with the balls.**

**Isabella loves books.**

**Eric can say boozhoo in Ojibwe.**

**Maddox loves to climb.**

**Victoria likes to paint with apples.**

**Aura knows what a cat and dog say.**

**Stella likes to clean up.**

**Sebastian likes to climb in the buggy.**

**Happy Fall,  
Karen & Teresa**



# Makwa Room

Wow! The month of September flew by! Thank you to all you parents for being patient with the transition period. We are really looking forward to working with you and your family throughout the year. Please welcome Ms. Liza and Ms. Vicki into our room. Ms. Liza is going to be Ms. Caitlin's sub until she gets back from maternity leave. Ms. Vicki is Ava's new Aide.

**Parents: Please Sign your child in and out daily!!**

**Also just a reminder: Class begins at 8:00 and ends at 2:00 p.m. If your child will be in after 8:30 please have your child fed and here by 9:00 a.m.. If you are going to be late for pick up, please call and let us know ahead of time. Thanks!!! If your child won't be in please call and let us know.**

This month we will still be getting to know your child. We will also be working on a Fall theme and things that are associated with Fall. We will be going on nature walks, making collages, and other fun stuff. We have roll call everyday and each child raises their hand when their name is called. We are working on waiting for our turn to scrape our plates and brush our teeth.

Some Ojibwe words we are working on in the classroom are:

**Bekaa- (Bay-ka) Wait**

**Namadabin- (Na-ma-da-bin) Sit down**

**Aniibiish- (On-e-beesh) Leaves**

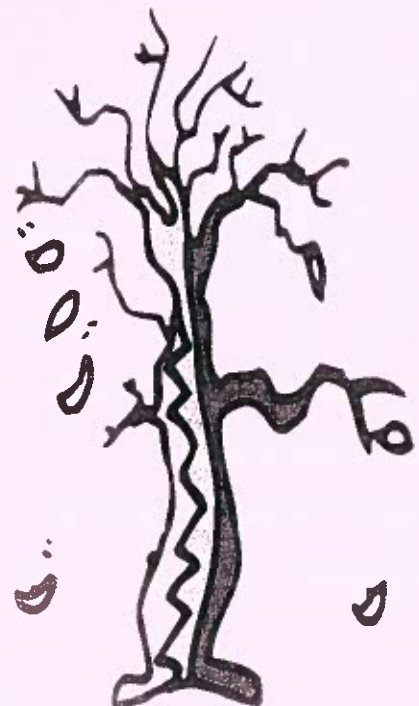
**Anaakwaad- (On-a-kwud) clouds**

**Mishimin- (Ma-she-min) Apple**

**Please use these words at home with your child.**

If you ever have any question, please call or come in and talk to us! Thanks,

Ms. Jamie, Ms. Liza, and Ms. Vicki



# Esiban News

Everyone is having a great transition time into our room. We are having lots of fun indoors and outdoors too. It's that time of year again so just a reminder to bring in some warmer clothes to keep in the classroom.

Please don't forget to check your child's mail box for important info.

The mail boxes are located on the right side as you walk into the classroom.

Remember you can stop in and visit anytime you would like!

If you have any questions please feel free to give us a call,

779-5030 ext241

Here are some of the Ojibwe words we are learning:

Hello -Boozhoo

Frog-Omakakii

Goodbye-giigawaabamin

Cow-Bizhiki

Sit-Namadabin

Bear- Makwaa

Eat-Wiisin

Fish-Giigoo

~Nadine, Amber and Britany~





Boozhoo Mashkodebizhiki class families,

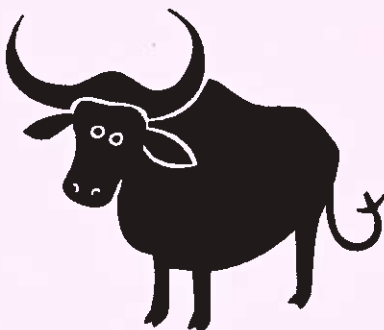
For the month of October we will be talking about wild ricing, apples, pumpkins and fall harvest. We have many activities planned. Some are: exploring the inside of the pumpkin, making apple sauce, reading stories about apples and pumpkins just to name a few. We will be completing our fall assessments and working on your child's individual portfolio which contains: pictures, observations, work samples, etc.etc.

Ojibwemowin for Oct: Counting to 10, Boozhoo, miigwetch, eya, gaawiin, namadabin, giigawabamin, some phrases and the animal song in ojibwe.

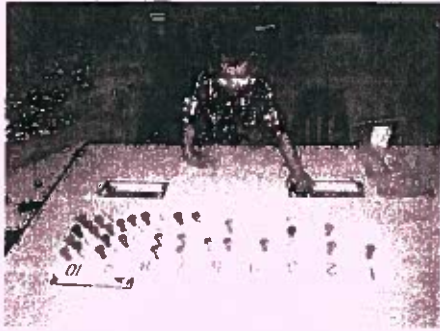
Just a reminder that we sanitize toys that are put in mouths daily. All other toys every week. We also wash hands frequently through out the day with the children especially after potty breaks and before meals. We sanitize the tables and bathrooms each day. We are trying all that we can to keep your children healthy. We ask that you get them to bed on time each night and eat healthy meals at home. Remember if your child is to sick too play outside please keep them home. As part of our performance standards we need to go outside daily. We don't have extra staff to stay inside to watch children. If you have any questions about any of this please call the center 779-5030 ex 246 or 247. Have a great dagwagii (fall).

Minodibishkagezhegud to Connie Gordon who turns four on oct.3<sup>rd</sup>!!!!. Happy Birthday Connie!!!!

Giigawabamin,  
Ms. Virginia, Ms. Jennifer, and Ms. J







**Check out what the  
Mashkodebizhiki  
class has been up to.**





## **Boozhoo from the Migizi Room**

We have completed our first few weeks of school and everyone is still getting to know each other and the classroom schedule. It's really surprising how well everyone is doing.

This month we will be working on the alphabet, a new letter each week. We will be adding numbers into our activities. The projects and books we read will focus around fall such as the leaves, harvest AND apples!

We have been working with our Ojibwe words each morning.

Some of these words have been:



**Zhigaag**



**lkwezens**



**Gwiiwizen**



**Mitig**



**Miswhiimin**



**Mishiiminaatig**

Remember the weather is getting cooler and we go outside each day so please have extra warm clothes for the children.

Miigwetch,

Ms Diann, Ms.Tracy. Ms.Patsy



Boozhoo Ma'iingan Families! Now the winter months are approaching us fast, please make sure you send your child with warm clothing. We do go outside everyday (weather permitting) and its best when your child is dressed for the outdoor elements. Thank you to all the parents for meeting with us to do our home visits, and getting all the paperwork filled out. We hope everyone had a fun and safe Apple fest! This month we will be focusing on our cutting skills, writing, tracing our names, turn taking, sharing, listening, and our manners throughout the day. We will also be working hard on Halloween projects, self help skills, and other fall-theme activities. The children are very excited to learn about the seasons changing and have tons of questions, they are very eager to learn new things. Please remember parents you are YOUR child's FIRST teachers. Please encourage the tools we use at school in your home as well.

**Ojibwe words we will be working on this month (October/Binaakwe Giizis- leaves falling moon) are: izhaadaa agwajiing (let's go outside) and anooj awesiiyag (various animals) as well as wiisini (eat), minikwe (drink), nibaa (sleep), bimose (walk along), bimibatoo (run along) and gwaashkwani (jump).**

### **What we like to do at school:**

Logan G: ride the bikes!

Logan A: likes school!

Emily: dress up!

Giizhik: art projects!

Animikiikwe: books!

Jasmine: taking care of others!

Aaricka: music!

Zachary: outside play!

Lily: toy animals!

Alyna: story time!

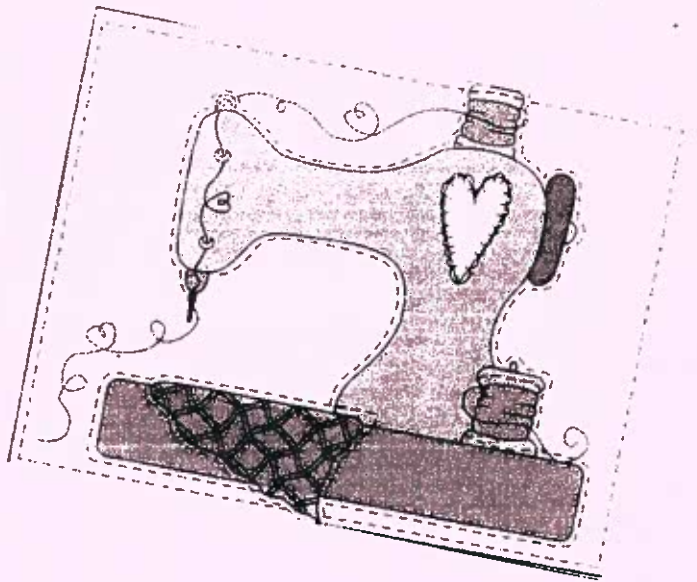
Harmony: puzzles!

Kyra: caring for the baby dolls!

**~Miigwetch! Ms. Barb, Ms. Linda, Ms. Alicia**



# **ECC SEWING CLASSES!!**



**Join us every Wednesday**  
**(starting October 6th)**

**5:00 p.m.**

**Large Motor Room  
@ The ECC**

**Some sewing machines, materials and snack provided!!**

**Call Nicole (ext 253) or Patt (ext 256)  
with any questions @ 779-5030**

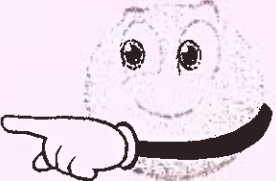
**Bring your machine and projects you are working on!**  
**All levels of sewers welcome!!**



Recipe For Dressing:

1 pair of mittens  
1 warm jacket  
1 scarf  
1 hat  
1 pair of boots  
1 pair snowpants

Mix together, label thoroughly  
And apply with love to one child  
Before he or she starts out.  
For school or play.



**We need you** (and four (4) others) to be on the Red Cliff Johnson O'Malley Committee (JOM) (five (5) total) (Formerly the Red Cliff Education/JOM Committee).

**Requirements to join:** You must be a parent or legal guardian of an eligible Indian Student (eligible meaning enrolled in a Tribe, it does not matter what Tribe the student is a member of) who is attending the Early Childhood Center (ECC) or the Bayfield Public School.

**Purpose of the JOM Committee:** To promote quality educational programs, services and unique cultural needs of eligible Indian students ages three (3) through grade 12 who attend the Red Cliff Early Childhood Center or attend school in the Bayfield School District. The committee decides on what programs and activities these funds will provide to eligible students. Past programs and activities have included the Annual Honor Banquet for the graduating seniors and providing tutoring services to students in the Bayfield School.

**Meetings:** Meetings are held on the first Wednesday of the month at 4:30. Location is the Tribal Administration Building, Lower Level unless otherwise noted. We meet monthly (except for summer); however depending on need we may schedule special meetings, listening sessions and other activities.

**Application:** Use the application in this newsletter, or pick one up at the Tribal Administration Building, upper level. Please fill out and return by close of business on Friday October 22, 2010.

Contact Carmen VanderVenter, Education Specialist (715) 779-3706 for more information



RED CLIFF BAND OF LAKE SUPERIOR CHIPPEWA INDIANS  
COMMITTEE/BOARD APPLICATION FORM  
88385 PIKE ROAD, HWY 13  
BAYFIELD, WI 54814  
715-779-3700

Name \_\_\_\_\_ Enrollment # \_\_\_\_\_

Address \_\_\_\_\_ Phone # \_\_\_\_\_

Committee \_\_\_\_\_

Do you have an immediate family member (i.e. father, mother, spouse/significant other, brother, sister, son, daughter) serving as a member on this committee? YES NO

If so, please specify: \_\_\_\_\_

Do you have an immediate family member who is employed under this program? YES NO

If so, please specify: \_\_\_\_\_

Do you have any experience working with this committee or with a program under this committee? YES NO

If so, please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why are you interested in serving on this committee? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

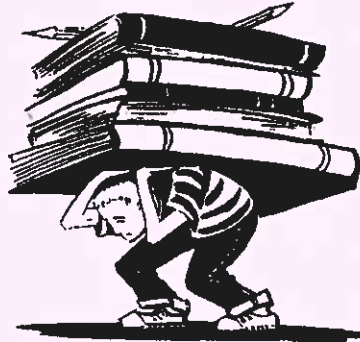
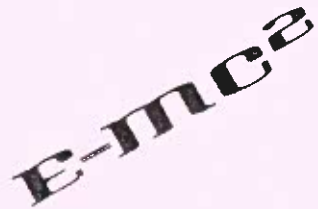
\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

# Homework Got You Down?

*Let us help you lighten your load*



Every Monday, Wednesday, & Friday

October 4<sup>th</sup> thru November 8<sup>th</sup> Homework Assistance will be offered

*\*Dates and times will change after November 8<sup>th</sup>*

**Place: First American Prevention Center**

**Time: After school (3:30 – 5pm)**

**Snacks and rides home will be provided**

*Students of all ages are welcome*



Please contact Jennifer Boulley, the Tribal AmeriCorps member,  
for more information at 715-779-3755.

This activity is sponsored by the First American Prevention Center in cooperation with the Tribal AmeriCorps Program



Tribal AmeriCorps Program

# Tribal Disability and Elderly Benefits Specialists

**Date: OCTOBER 19 th 2010**

**Time: 10 am—2 pm**

We will be conveniently located in the back elderly dayroom...(Bruce's Office)

Two representatives from the Great Lakes Intertribal Council will be available to assist with benefit counseling for enrolled tribal members aged 18- and up with issues pertaining to:

- Medical Assistance/ Medicare
- Social Security Disability/SSI
- Housing, Food Share, Basic needs
- Health Insurance
- Veterans Benefits

Please Contact Sarah Quale with any questions. 715.779.3490 or 715-209-3933





# Recipes

## Apple Sauce

### Ingredients

- 4 apples - peeled, cored and chopped
- 3/4 cup water
- 1/4 cup white sugar
- 1/2 teaspoon ground cinnamon

1. In a saucepan, combine apples, water, sugar, and cinnamon. Cover, and cook over medium heat for 15 to 20 minutes, or until apples are soft. Allow to cool, then mash with a fork or potato masher.

## Sautéed Apples

### Ingredients

- 1/4 cup butter
- 4 large tart apples - peeled, cored and sliced 1/4 inch thick
- 2 teaspoons cornstarch
- 1/2 cup cold water
- 1/2 cup brown sugar
- 1/2 teaspoon ground cinnamon

### Directions

1. In a large skillet or saucepan, melt butter over medium heat; add apples. Cook, stirring constantly, until apples are almost tender, about 6 to 7 minutes.
2. Dissolve cornstarch in water; add to skillet. Stir in brown sugar and cinnamon. Boil for 2 minutes, stirring occasionally. Remove from heat and serve warm.

## Apple Butter

### Ingredients

- 1 (12 fluid ounce) can frozen apple juice concentrate, thawed
- 1/2 cup apple cider
- 4 pounds apples - peeled, cored and chopped
- 3/4 cup dark brown sugar
- 1 cup apple brandy
- 1 teaspoon ground cinnamon
- 1 teaspoon ground ginger
- 1/4 teaspoon ground cloves

### Directions

1. In a large saucepan, bring apple juice concentrate, apple cider, and Macintosh apples to a boil. Reduce heat to low. Stirring occasionally, simmer uncovered about 1 hour, until apples are easily mashed.
2. Mix dark brown sugar, apple brandy, cinnamon, ginger, and cloves into the apple mixture. Bring to a boil, reduce heat, and simmer uncovered 2 hours, stirring occasionally, until thickened. Transfer to sealed sterile containers, and cool at least 1 hour before serving.

## Apple Dumpling

### Ingredients

- 2 large apples, peeled and cored
- 2 (10 ounce) cans refrigerated crescent roll dough
- 1 cup butter
- 1 1/2 cups white sugar
- 1 teaspoon ground cinnamon
- 1 (12 fluid ounce) can or bottle Mountain Dew™

### Directions

1. Preheat the oven to 350 degrees F (175 degrees C). Grease a 9x13 inch baking dish.
2. Cut each apple into 8 wedges and set aside. Separate the crescent roll dough into triangles. Roll each apple wedge in crescent roll dough starting at the smallest end. Pinch to seal and place in the baking dish.
3. Melt butter in a small saucepan and stir in the sugar and cinnamon. Pour over the apple dumplings. Pour Mountain Dew™ over the dumplings.
4. Bake for 35 to 45 minutes in the preheated oven, or until golden brown.

## Apple Carrot Muffins

### Ingredients

- 1 3/4 cups raisin bran cereal
- 1 1/4 cups all-purpose flour
- 3/4 cup sugar
- 1 1/4 teaspoons baking soda
- 1 teaspoon ground cinnamon
- 1/4 teaspoon salt
- 1 egg
- 3/4 cup buttermilk
- 1/4 cup canola oil
- 3/4 cup finely chopped peeled tart apple
- 3/4 cup grated carrots
- 1/4 cup chopped walnuts

### Directions

1. In a bowl, combine the first six ingredients. In a small bowl, beat the egg, buttermilk and oil. Stir into dry ingredients just until moistened. Fold in apple, carrots and walnuts. Fill paper-lined muffin cups or cups coated with nonstick cooking spray three-fourths full. Bake at 400 degrees F for 20-23 minutes or until a toothpick comes out clean. Cool for 5 minutes before removing from pan to a wire rack. Serve warm.

## Indoor Safety

Fireplaces and fireplace inserts must be inaccessible to children. Fireplaces must be properly drafted and equipped with a safety screen. Chimneys need to be cleaned once a year or as often as necessary to prevent an excessive buildup of burn residue. An adult must be present when fireplaces are used in areas occupied by children.

Emergency lighting must be installed in hallways, stairwells, and at building exits. Check with local authorities for specific lighting requirements.

Equipment, materials, furnishings, and play areas need to be sturdy and kept in good repair. Follow all recommendations of the U.S. Consumer Product Safety Commission to avoid common safety hazards.

Separate sleeping and resting areas reduce the spread of disease from one child to another. Do not allow children to share a bed or bedding with another child. An individual bed, crib, or cot needs to be available for any child who spends more than 4 hours a day at a facility. Additional information for "Sleeping Equipment and Supplies" is available online from the National Resource Center for Health and Safety in Child Care at [nrc.uchsc.edu](http://nrc.uchsc.edu).

It is vital to ensure the furniture used for infants and children is safe and free from defects. Unstable furniture can cause serious injury or even death.

All furniture used by children needs to have smooth surfaces with no protruding staples or other hardware that could cause injury. Caps or plugs on tubing need to be firmly attached.

Bassinets or cradles need to have sturdy bottoms and wide bases for stability. Legs need to have strong, effective locks to prevent folding while in use. Mattresses need to be firm and fit snugly.

Changing tables need to have safety straps to prevent falls, and drawers or shelves that are easily accessible without leaving a child unattended.

Cribs slats must be in place, without damage, and spaced no more than 2 3/8 inches (60 mm) apart. Crib mattresses must fit snugly with less than 2 fingers' width between the edge of the mattress and crib sides. Mattress supports need to be securely attached to the head- and footboards.

Corner posts on cribs need to be no higher than 1/16 inch (1+ mm) than the head- or footboard to prevent entanglement. Head- and footboards must not have cutouts that allow for head entrapment.

Drop-side latches must securely hold sides in raised position and not be easily released by a child. Playpens and cribs need to have a label warning never to leave side in the down position.

Highchairs must have easy-to-use waist and crotch restraining straps that are independent of the tray. The tray must lock securely.

A highchair must have a wide, stable base and an effective locking device to keep the chair from collapsing.

Hook on chairs need to have a restraining strap to adequately secure a child and a clamp that locks onto the table for added security. The chair needs to have a warning to never place the chair where the child can push the chair off with his feet.



## Indoor Safety

At home or in any child care operation, special sanitation and environmental design are needed to protect children from injury and transmission of disease.

### Key Points

Facilities need to be structurally sound and hazard-free. Local building codes need to be followed.

In accordance with the Americans with Disabilities Act (ADA), facilities need to have access for children who have motor disabilities or use wheelchairs. Provisions must be in place for the efficient evacuation of these children in the case of an emergency.

Administrative offices, kitchens, staff rooms, boiler or maintenance rooms, janitorial supply closets, laundry facilities, flammable or combustible storage, and rooms that are used for any purpose involving toxic or hazardous materials need to be separate from child care areas.

Doors need to have finger-pinch protection and windows need to have guards which protect children from falling out of windows. Local guidelines and those set by the U.S. Consumer Product Safety Commission ([www.cpsc.gov](http://www.cpsc.gov)) need to be followed.

Emergency exits should be labeled and visible at all times. Corridors and pathways leading to exits must be kept free of obstructions.

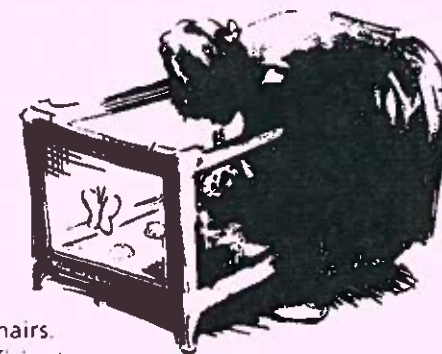
In bathroom areas, walls up to a height of 5 feet and floors must be covered with an impervious surface. Impervious surfaces prevent deterioration and mold and ensure clean and sanitary surfaces. Floors and walls in bathroom and toilet areas must be kept clean and free of filth and disease-producing germs.

Electric fans, if used, must be inaccessible to children. Use only fans bearing the safety certification mark of UL (Underwriters Laboratories) or ETL (Electrotechnical Laboratory).

Ventilation systems must provide fresh air flow into your facility and maintain

a temperature between 65 and 72 degrees Fahrenheit. Never expose children to cigarette smoke.

Heating systems need to be inspected and cleaned annually by a certified heating contractor. A protective screen must be in place for any exposed heating equipment capable of high surface temperature.





## Children and Emergencies

### Times of Increased Risk:

When the child is left unattended or is not receiving the usual amount of attention, such as when the caregiver is tired or stressed, or when another family member is ill.

During a holiday, when each adult assumes another adult is watching the child.

When the child is hungry or thirsty.

When someone who is not the child's normal caregiver is watching the child.

When the child's normal routine is disrupted by something like a divorce or a move to a new home.

When the caregiver's normal routine is disrupted by something like a new job or additional responsibilities.

### Communication:

Communicating with an ill or injured child is difficult, especially with very young children. Infants and young children may not be able to describe signs and symptoms of an illness or injury.

Children react differently to extreme situations, often regressing in behavior when ill or injured.

If you are a stranger to the child, approach the child slowly to keep from increasing his anxiety.

Kneel or sit at the child's level. Maintain a calm and confident tone as you tell the child your name and ask for her name. Use the child's name when talking to her and maintain eye contact.

Be honest with the child so that he feels he can trust you. Be friendly and use words the child can understand. Periodically ask the child if he understands what you are saying.

Whenever possible, keep the parents and child together to decrease the child's anxiety, engaging the parents in communicating with and comforting the child.

Include the child in the conversation by talking directly to her, not just the parents and bystanders. Let her feel involved in making decisions.

Assume that an unresponsive child can hear you. Reassure the child with a calm, confident tone, making it clear that you will take care of him.

If possible, have another care provider remove children not involved in the emergency to another location.

If the child must go to a hospital or doctor's office, allow her to bring a favorite toy, if possible.

Introduce children to local firefighters and paramedics ahead of time, explaining that they can help children should an emergency occur. This may help reduce the child's anxiety during an actual emergency.



## Allergic Reaction

It is possible for the immune system of the human body to over-react to a variety of substances. When an allergic reaction occurs, a sensitive individual can rapidly develop a life-threatening condition due to restriction of the airway and collapse of the blood vessels.

### Physical Assessment (DOTS)

Look and feel for:

- Breathing difficulty or wheezing
- Swelling of the face, neck, hands, feet, and/or tongue
- Flushing skin
- Raised lumps (hives) on the skin
- Diminished responsiveness
- Medical alert bracelet or necklace

### Patient History (SAMPLE)

Ask about:

- History of allergic reactions (medical alert tag)
- New medication use, recently eaten food, recent insect sting
- Itching/burning skin
- Sensation of throat closing or tightness in the chest



### Care for the Patient

Activate EMS.

Attempt to keep the patient as calm as possible.

Provide emergency oxygen if available and you are trained to use it.

A patient with a history of severe allergic reaction may carry a prescribed epinephrine auto-injector, or EpiPen® for emergency treatment. You can assist the patient to self-administer the device. In some areas, you can administer the device for the patient if you are trained to use it. Medication should only be given to the person for whom it was prescribed.

Handle auto-injector carefully to prevent accidental needle stick injury.

Provide any indicated care as determined by Ongoing Assessment.

### Additional Considerations

Anaphylaxis is the medical term used to describe a severe allergic reaction. Reactions can develop rapidly. In general, the faster the reaction the more severe it is.





Photos on Page Provided by Susan Free Power North America

## Choosing Good Books for children of All Ages



A Guide for Parents from  
Reading Is Fundamental®



## Choosing Good Books

Access to good books is the first step to discovering the joy of reading. The more trips you make to the library together, the more likely your child will want to choose a book from the stacks. The more books you have in your home, the more likely your child will pick one up and read it.

But how do you know which books are the right ones to bring into your home or to check out of the library? Just turn the page. This guide offers tips and strategies to help you and your child learn how to choose good books together.



For a complete list of RIF parent guides, visit [www.rif.org/parents/resources](http://www.rif.org/parents/resources).

**READING IS FUNDAMENTAL, INC.** works to build a literate nation by helping young people discover the joy of reading. For more information and to access reading resources, visit [www.rif.org](http://www.rif.org).



**Reading Is Fundamental, Inc.**  
1825 Connecticut Avenue, N.W., Suite 400  
Washington, DC 20009-5726  
Toll free: 877-RIF-READ  
[www.rif.org](http://www.rif.org)

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Illustration: Ward Schumaker

Children's reading interests and needs change as they grow. Here are some useful things to look for as you help kids at any age choose good books.

Books with big, bright, colorful pictures of familiar objects. Durable books made of cardboard, plastic, or washable cloth. These books are usually a good size and shape for small children to handle. Books that appeal to their senses, such as fabric books, books with textures, and books with scents.

Stories told in short, simple sentences with pictures that explain the text.

Poems and rhymes that are fun for parents to read aloud.

Illustrations and photos that are clear, colorful, and engaging.

Simple, fun plots. The action should move quickly, so each book can be read in one sitting. Lively rhymes and repetition that children can repeat and remember.

Stories about everyday life and events. The stories should encourage children to ask questions and explore their world.

Stories that review basic concepts, such as letters, numbers, shapes, and colors.

Main characters who are your child's age or slightly older.

Playful animals, both real and imaginary, will also hold a child's attention.

Clear text that is easy to read.

Colorful, attractive illustrations and photos that bring the text to life and give clues to the meaning of unfamiliar words.

Books that appeal to your child's interests.

"How-to," craft, and recipe books with clear, simply worded instructions and helpful illustrations.

Other books by your child's favorite authors and illustrators.

Books with your child's favorite characters.

Stories your child enjoyed hearing when he or she was younger. These are great books for children to begin reading on their own.

Books that encourage discussion.

Chapter books that can be read over several days instead of in one sitting.

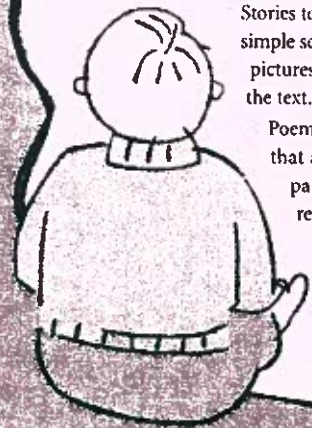
Books about subjects that interest your child.

Novels that might help your child cope with daily challenges of growing up by featuring characters dealing with similar experiences.

Books that introduce new experiences and opportunities.

Fact books, such as world record books, trivia books, and almanacs.

Biographies, classics, folk tales, historical fiction, and mythology.







For a complete list of RIF parent guides, visit  
[www.rif.org/parents/resources/parentguide.aspx](http://www.rif.org/parents/resources/parentguide.aspx).

**READING IS FUNDAMENTAL, INC. (RIF)** works to build a literate nation by helping young people discover the joy of reading. For more information and to access reading resources, visit [www.rif.org](http://www.rif.org).



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Illustration: Ward Situmaker



A Guide for Parents from  
Reading Is Fundamental®



### You are your child's first teacher.

That's why it's important that you show them how much fun reading can be and prepare them for learning to read. Playing games, singing songs, having conversations, and reading aloud are all great ways to give children the literacy skills they need to enter school. These activities help children connect the words they hear with the words they see—the first step to becoming a strong reader.

The tips and strategies in this Reading Is Fundamental guide will help you turn everyday activities into enjoyable learning experiences.



Preschoolers already know a lot about language. They know people take turns when talking to each other. They understand letters have meaning and can identify some letters of the alphabet. They even memorize favorite stories and “pretend read” as they turn the pages. Be sure to give your preschooler opportunities to practice what they know and explore print in the world around them.

Talking to your children throughout the day is one of the most important things you can do to prepare them for reading. Your conversations will teach them new words and help them learn to talk and listen to others. To make sure your children get the most from your conversations:

Use words you would use with adults such as *cut*, and avoid baby talk words such as *boo-boo*.

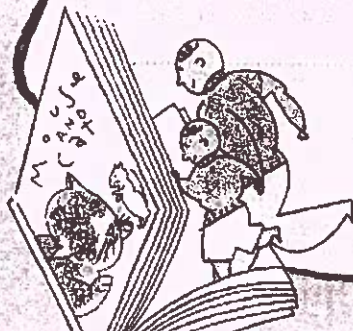
Ask open-ended questions such as, “Why do you think that happened?”

Be a patient listener. Letting them complete their thoughts will help build their confidence and improve their ability to express themselves.



Research shows that reading aloud is the best way to give children the tools they'll need to become good readers, listeners, and thinkers. Reading together is also a special time for you to bond with your children. Let them squiggle next to you as you share stories, laugh at silly characters, and root for heroes. Here's how you can make the most out of reading time:

- Read slowly, with expression. Try using different voices for different characters.
- Follow words with your finger as you read. Your children will see that words are read from left to right.
- Point to pictures and say the names of objects and colors. Let children repeat the names.
- Talk about the book as you read. Ask children to describe pictures, repeat phrases used in the story, and predict what will happen next. Remember to have fun! The more fun children have reading aloud, the more they will love books and want to read them.



Reading every day, even for just a few minutes, and even if it's not a book, improves a child's ability to read and learn. Here are a couple simple activities to share with your children. Do them in any order you choose, just pick the ones that look most fun to you. And if you have more ideas for daily reading fun,

Make a reading tree. Draw a tree trunk on a piece of paper and tape it to a wall. Every time you read a book together, write the title on a paper leaf and tape it to the tree.

Encourage your children to trade books with friends. Write a thank-you note or birthday card together. Read road signs together. Make a game out of it.

Have your children draw a picture postcard of an imaginary place. On the back, help them write a message to a friend.

Encourage your children to play with plastic or foam letters in the bathtub.

Take your children to the library. Attend a preschool story hour and check out books together.

Help your children write letters or e-mails to a friend or family member.

Read a picture book without words. Have your children retell the story in their own words.

Go to [www.rtf.org/readingplanet](http://www.rtf.org/readingplanet) and play a reading game with your children.

Read aloud a nonfiction book about something your children like, such as dinosaurs or insects.

Play a simple card game, such as Go Fish or Concentration, together.

Play with sidewalk chalk outside. Draw, scribble, or play hopscotch.

Make letters out of clay or bread dough together.

Work up an appetite by reading a story about food. Make and eat the food you read about.

Tell your children, "An animal has escaped from the zoo!" Ask them to make up a story about it. Tell the story to a friend or family member, write it down, or illustrate it.

Play a board game. Help your children read the words and identify game pieces, cards, and the spinner or dice.

Visit a museum, post office, or shop in your neighborhood. Have your children name and describe all the things they see.

Read a book together in a new place, such as the playground.

Record yourself reading a book on tape. Teach your children to play the tape and "read" the book along with the tape.

Encourage your children to make letters (or marks that resemble letters) in the dirt, sand, or snow.

Sing the ABC song together.

Have your children make illustrations for a favorite book.

Tell a fairy tale with your children, and take turns making up the story.

Make a simple family photo album. Have your children explain or describe the pictures to other family members.

Tell your children a story about something that happened to you when you were a child.

Let your children make up a sequel or prequel to a favorite story. Write it down as they dictate the story to you.

Set up a home library. A few books on a special shelf is a great start. It doesn't have to be expensive—used bookstores, yard sales, and flea markets sell books that children will treasure for years.



When choosing good books for preschoolers look for:

- Illustrations and photos that are clear, colorful, and engaging.
- Simple, fun plots. The action should move quickly so each book can be finished in one sitting.
- Lively rhymes and repetition that children can repeat and remember.
- Stories about everyday events, fears, or challenges such as a new baby in the family.
- Stories that review basic concepts, such as letters, numbers, shapes, and colors.
- Characters their age or slightly older.
- Playful animals will also hold their attention.



There's a whole world out there to explore. All you need is a little imagination and a library card. Take a trip to your local library and discover books filled with new places to see, people to meet, and things to try. Borrow as many adventure-filled books as you choose, for free! Your children's librarian will be happy to help you find the best books for your journey. While you're at the library, don't forget to ask about the reading clubs, story hours, puppet shows, and other fun, family activities offered all year long.

# Discipline and Your Child

**A**s a parent, it is your job to teach your child the difference between acceptable and unacceptable behavior. But getting your child to behave the way you want is not as hard as you think. This brochure will help you learn effective ways to discipline your child.

Because learning takes time, especially for a young child, you may find that it takes several weeks of working on a behavior before you see a change. Try not to get frustrated when you do not see the results of your efforts right away.

## Discipline vs punishment

Many parents think discipline and punishment are the same thing. However, they are really quite different. Discipline is a whole system of teaching based on a good relationship, praise, and instruction for the child on how to control his behavior. Punishment is negative: an unpleasant consequence for doing or not doing something. Punishment should be only a very small part of discipline.

Effective discipline should take place all the time, not just when children misbehave. Children are more likely to change their behavior when they feel encouraged and valued, not shamed and humiliated. When children feel good about themselves and cherish their relationship with their parents, they are more likely to listen and learn.

## Encourage good behavior from infancy

You can begin laying the groundwork for good behavior from the time your child is born. When you respond to your infant's cries, you are teaching her that you are

there, you can be counted on when she needs you, and that she can trust you. When your child is about 2 months of age, start to modify your responses and encourage your baby to establish good sleeping patterns by letting her fall asleep on her own. By keeping a reasonably steady schedule, you can guide her toward eating, sleeping, and playing at times that are appropriate for your family. This lays the groundwork for acceptable behavior later on.

Once your baby starts to crawl (between 6 and 9 months of age) and as she learns to walk (between 9 and 16 months of age), safety is the most critical discipline issue. The best thing you can do for your child at this age is to give her the freedom to explore certain things and make other things off-limits. For example, put childproof locks on some cabinets, such as those that contain heavy dishes or pots, or poisonous substances like cleaning products. Leave other cabinets open. Fill the open cabinets with plastic containers or soft materials that your child can play with. This feeds your baby's need to explore and practice, but in safe ways that are acceptable to you.

You will need to provide extra supervision during this period. If your child moves toward a dangerous object, such as a hot stove, simply pick her up, firmly say, "no, hot" and offer her a toy to play with instead. She may laugh at first as she tries to understand you but, after a few weeks, she will learn.

Discipline issues become more complex at about 18 months of age. At this time, a child wants to know how much power she has and will test the limit of that power over and over again. It is important for parents to decide—together—what those limits will be and stick to them. Parents need to be very clear about what is acceptable behavior. This will reduce the child's confusion and her need to test. Setting consistent guidelines for children when they are young also will help establish important rules for the future.

If you and your partner disagree, discuss it with each other when you are not with your child. Do not interfere with each other when your child is present. This upsets the child or teaches her to set the adults up against each other which can cause more problems.

## Tips to avoid trouble

One of the keys to effective discipline is avoiding power struggles. This can be a challenge with young children. It is best to address only those issues that truly are important to you. The following tips may help:

- **Offer choices whenever possible.** By giving acceptable choices, you can set limits and still allow your child some independence. For example, try saying, "Would you like to wear the red shirt or the blue one?"
- **Make a game out of good behavior.** Your child is more likely to do what you want if you make it fun. For example, you might say, "Let's have a race and see who can put his coat on first."
- **Plan ahead.** If you know that certain circumstances always cause trouble, such as a trip to the store, discuss with your child ahead of time what behavior is acceptable and what the consequences will be if he does not obey. Try to plan the shopping trip for a time when your child is well rested and well fed, and take along a book or small toy to amuse him if he gets bored.
- **Praise good behavior.** Whenever your child remembers to follow the rules, offer encouragement and praise about how well he did. You do not need any elaborate system of rewards. You can simply say, "Thank you for coming right away," and hug your child. Praise for acceptable behavior should be frequent, especially for young children.

## Strategies that work

Of course you cannot avoid trouble all of the time. Sooner or later your child will test you. It is your child's way of finding out whether you can be trusted and really will do what you say you will do if she does not listen to you.

When your child does not listen, try the following techniques. Not only will they encourage your child to cooperate now, but they will teach her how to behave in the future as well.



**Natural consequences.** When a child sees the natural consequences of her actions, she experiences the direct results of her choices. (But be sure the consequences do not place her in any danger.) For example, if your child drops her cookies on purpose, she will not have cookies to eat. If she throws and breaks her toy, she will not be able to play with it. It will not be long before your child learns not to drop her cookies and to play carefully with her toys.

When you use this method, resist the urge to lecture your child or to rescue her (by getting more cookies, for example). Your child will learn best when she learns for herself and will not blame you for the consequences she receives.

**Logical consequences.** Natural consequences work best, but they are not always appropriate. For example, if your child does not pick up her toys, they may be in the way. But chances are she will not care as much as you do. For older children, you will need to step in and create a consequence that is closely connected to her actions. You might tell her that if she does not pick up her toys, then you will put them away where she will not be allowed to play with them again for a whole day. Children less than 6 years of age need adult help picking up yet can be asked to assist with the task. If your child refuses your request for help, take her by the hand as you silently finish the job. This insistence that your child participate, along with your silence, becomes a clear consequence for your child.

When you use this method, it is important that you mean what you say and that you are prepared to follow through *immediately*. Let your child know that you are serious. You do not have to yell and scream to do this. You can say it in a calm, matter-of-fact way.

**Withholding privileges.** In the heat of the moment, you will not always be able to think of a logical consequence. That is when you may want to tell your child that, if she does not cooperate, she will have to give something up she likes. The following are a few things to keep in mind when you use this technique:

- Never take away something your child truly needs, such as a meal.
- Choose something that your child values that is related to the misbehavior.

- For children younger than 6 or 7 years of age, withholding privileges works best if done immediately following the problem behavior. For instance, if your young child misbehaves in the morning and you withhold television viewing for that evening, your child probably will not connect the behavior with the consequence.
- Be sure you can follow through on your promise.

**Time-out.** Time-out should be your last resort and you should use it only when other responses do not work. Time-outs work well when the behavior you are trying to punish is clearly defined and you know when it occurred. Time-outs also can be helpful if you need a break to stay calm. You can use a time-out with a child as young as 1 year old. Follow these steps to make a time-out work:

1. Choose a time-out spot. This should be a boring place with no distractions, such as a chair. Remember the main goal is to separate the child from the activity and people connected with the misbehavior. It should allow the child to pause and cool off. (Keep in mind that bathrooms can be dangerous and bedrooms may become playgrounds.) Decide which 2 or 3 behaviors will be punished with time-out and explain this to your child.
2. When your child does something she knows will result in a time-out, you may warn her once (unless it is aggression). If it happens again, send her to the time-out spot *immediately*. Tell her what she did wrong in as few words as possible. A rule of thumb is 1 minute of time out for every year of your child's age. (For example, a 4-year-old would get a 4-minute time-out.) But even 15 seconds will work. If your child will not go to the spot on her own, pick her up and carry her there. If she will not stay, stand behind her and hold her gently but firmly by the shoulders or restrain her in your lap and say, "I am holding you here because you have to have a time-out." Do not discuss it any further. It should only take a couple of weeks before she learns to cooperate and will choose to sit quietly rather than be held down for time-out.

# Discipline and Your Child



American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™



3. Once your child is capable of sitting quietly, set a timer so that she will know when the time-out is over. If fussing starts again, restart the timer. Wait until your child stops protesting before you set the timer.
4. When the time is up, help your child return to a positive activity. Your child has "served her time." Do not lecture or ask for apologies. If you need to discuss her behavior, wait until later to do so.

## Tips to make discipline more effective

You will have days when it seems impossible to get your child to behave. But there are ways to ease frustration and avoid unnecessary conflict with your child.

- **Be aware of your child's abilities and limitations.** Children develop at different rates and have different strengths and weaknesses. When your child misbehaves, it may be that he simply cannot do what you are asking of him or he does not understand what you are asking.
- **Think before you speak.** Once you make a rule or promise, you will need to stick to it. Be sure you are being realistic. Think if it is really necessary before saying "no."
- **Remember that children do what "works."** If your child throws a temper tantrum in the grocery store and you bribe him to stop by giving him candy, he will probably throw another tantrum the next time you go. Make an effort to avoid reinforcing the wrong kinds of behavior, even with just your attention.
- **Work toward consistency.** No one is consistent all of the time. But try to make sure that your goals, rules, and approaches to discipline stay the same from day to day. Children find frequent changes confusing and often resort to testing limits just to find out what the limits are.
- **Pay attention to your child's feelings.** If you can figure out why your child is misbehaving, you are one step closer to solving the problem. It is kinder

and helps with cooperation when you let your child know that you understand. For example, "I know you are feeling sad that your friend is leaving, but you still have to pick up your toys." Watch for patterns that tell you misbehavior has a special meaning, such as your child is feeling jealous. Talk to your child about this rather than just giving consequences.

- **Learn to see mistakes—including your own—as opportunities to learn.** If you do not handle a situation well the first time, don't despair. Think about what you could have done differently, and try to do it the next time. If you feel you have made a real mistake in the heat of the moment, wait to cool down, apologize to your child, and explain how you will handle the situation in the future. Be sure to keep your promise. This gives your child a good model of how to recover from mistakes.

## Set an example

Telling your child how to behave is an important part of discipline, but *showing* her how to behave is even more significant. Children learn a lot about temper and self-control from watching their parents and other adults interact. If they see adults relating in a positive way toward one another, they will learn that this is how others should be treated. This is how children learn to act respectfully.

Even though your children's behavior and values seem to be on the right track, your children will still challenge you because it is in their nature and is a part of growing up. Children are constantly learning what their limits are, and they need their parents to help them understand those limits. By doing so, parents can help their children feel capable and loved, learn right from wrong, develop good behavior, have a positive approach toward life, and become productive, good citizens.

## Why spanking is not the best choice

The American Academy of Pediatrics recommends that if punishment is needed, alternatives to spanking should be used.

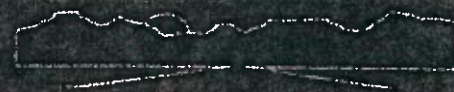
Although most Americans were spanked as children, we now know that it has several important side effects.

- It may seem to work at the moment, but it is no more effective in changing behavior than a time-out.
- Spanking increases children's aggression and anger instead of teaching responsibility.
- Parents may intend to stay calm but often do not, and regret their actions later.
- Because most parents do not want to spank, they are less likely to be consistent.
- Spanking makes other consequences less effective, such as those used at child care or school. Gradually, even spanking loses its impact.
- Spanking can lead to physical struggles and even escalate to the point of harming the child.
- Children who continue to be spanked are more likely to be depressed, use alcohol, have more anger, hit their own children, approve of and hit their spouses, and engage in crime and violence as adults.
- These results make sense since spanking teaches the child that causing others pain is justified to control them—even with those they love.

If you are having trouble disciplining your child or need more information on alternatives to spanking, talk to your pediatrician.

The information contained in this publication should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

# COLLEGE HORIZONS



## A Summer Pre-College Workshop for American Indian, Alaska Native & Native Hawaiian High School Students

Hosted by: Colorado State University (Fort Collins, CO), June 12-17, 2011

University of Rochester (Rochester, NY), June 26-July 1, 2011

Site 3: To be determined by Oct 15, 2010

### Get Expert Help Applying to College!

**NEW, ONLY 1 Deadline To Apply By: February 14, 2011**

**[www.collegehorizons.org](http://www.collegehorizons.org)**

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### About the Program:

College Horizons, is a six-day "crash course" in preparing for college. Students will learn about a broad variety of colleges and universities, and establish personal relationships with admission representatives and college counselors. At each site, 90 students from across the nation work with over 70 expert college counselors and college admission officers to help students:

- Select 10 suitable colleges to apply to,
- Write memorable essays and create a resume,
- Complete winning applications including The Common Application,
- Receive test taking strategies, resources, and information on the ACT & SAT,
- Navigate the financial aid/scholarship jungle, complete a preliminary FAFSA financial aid form, and learn about the Gates Millennium Scholarship Fund and other available scholarships, and
- Attend Informational Sessions & a College Fair consisting of over 35 colleges and universities!

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### How To Apply:

**Deadline:** Complete applications must be **postmarked** February 14 (note, only 1 deadline to apply by). Late applications are accepted on a space available basis and are placed behind applicants who applied on time.

**Eligibility:** American Indian (enrolled), Alaska Native (proof of status) or Native Hawaiian (proof of heritage); 3.00 GPA (in academic courses); current 10th and 11th grade high school students.

**Application:** The application consists of the Student Application & Essay, Teacher Recommendation, Counselor Recommendation, and Transcripts. Application information will be available online October 1, 2010.

**Cost \$225 & Airfare:** \$225 program fee includes tuition, room, meal, program materials, and ground transportation to/from the airport to campus. Airfare from student's home to program site not included.

**Financial Aid Available:** Significant financial aid is available to students in need for program fee and airfare. Each year 45% of students are awarded travel assistance. Simply apply for financial aid in the application.



Students and Faculty attending the College Horizons and Graduate Horizons Programs; photos by Kevin Leonard and faculty.



# COLLEGE HORIZONS

**Collaborating Partners Include:** The AIGC (American Indian Graduate Center) Gates Millennium Scholarship Fund, Futures for Children, Princeton Review Foundation, College Board, Winds of Change Magazine, University of Rochester, Colorado State University and over 50 of the nation's finest schools, colleges and universities.

## Participating Colleges & Universities:

The 2011 colleges will be confirmed by October 15, 2010. Last year's 2010 participating colleges included:

Bard College at Simon's Rock Brown University Carleton College Columbia University Colorado State University Connecticut College Cornell University Dartmouth College Duke University Fort Lewis College Grinnell College Guilford College Hamline University Harvard University Haverford University Johns Hopkins University Kenyon College Kalamazoo University Lawrence University	Linfield College Macalester College Naropa University New York University Oberlin College Occidental College Princeton University Reed College Rice University Smith College Stanford University St. John's College St. Lawrence University Swarthmore College Texas Christian University Union College US Air Force Academy Univ. of Colorado Boulder Univ. of Hawai'i at Hilo	Univ. of Notre Dame Univ. of Pennsylvania Univ. of Portland Univ. of Puget Sound Univ. of Rochester Univ. of Southern California Wellesley College Wesleyan University Whitman College Whittier College Yale University  <b>Postgraduate Year Program:</b> The Hotchkiss School Phillips Academy Andover
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**For More Information & To View Online Videos Visit:** [www.collegehorizons.org](http://www.collegehorizons.org)

### Key achievements:

- **College Acceptance:** Every year, 99% of our alumni go directly to college; 95% typically to four-year institutions with 33% to very selective institutions (those that accept 50% or fewer).
- **College Graduation:** Approximately 85% of our alumni graduate college within five years. About 20% of this group typically attends our Graduate Horizons program.
- **Alumni:** Over 1,800 students have attended College Horizons. Per site, approximately 50 Tribal Nations are represented from over 25 states; 45% are first generation college students; 45% receive need-based financial aid; 70% are female and 30% are male participants. Approximately 40% of our faculty counselors are Native American.

**Questions?** College Horizons, Inc. PO Box 1262, Pena Blanca, NM 87041

**Contact Us:** Phone: 505-401-3854 Web: [www.collegehorizons.org](http://www.collegehorizons.org) Email: [info@collegehorizons.org](mailto:info@collegehorizons.org)

**Staff:** Carmen Lopez (Navajo), Executive Director; Christine Suina (Cochiti Pueblo), Program Coordinator, Hillary Abe (Three Affiliated Tribes), Recruitment & Alumni Coordinator



Old Rittenhouse Inn  
Line Chef

Still open until 10-16-10

### Job Description

Job Title: Line Chef

Function: Prepares food to be served in a fine dining venue. Assists Chef in inventory management, directing other staff

Essential duties include the following: (other duties may be assigned as necessary.)

- cooks meals based on established recipes, procedures, and customer requests.
- serves meals attractively plated and in timely fashion
- maintains inventory in peak condition and in an organized fashion
- monitors customer satisfaction and communicates this to chef de cuisine
- maintains cleanliness of all work stations including food storage areas
- works in accordance with WI health code statutes to prevent food borne illnesses
- discuss all potential menu items and/or culinary concepts with chef de cuisine in advance prior to starting prototype
- maintain familiarity with all current menu items, specifically their ingredients and techniques
- maintain correct, efficient use of water, electricity, gas, cleaning agents and linens
- monitor hours worked and communicate to chef to avoid overtime or insufficient hours

#### Key Abilities and Skills:

- Genuine desire to deliver high quality food and hospitality to guests
- Willingness to learn on daily basis
- Can perform most basic knife cuts in a timely fashion
- Able to taste and evaluate food, season accurately
- Must have good communication skills

Requirements: High school diploma or equivalent, 2-4 years industry experience, good communication skills, ability to manage time, ability to work with others to accomplish goals, familiar with a variety of the field's concepts, practices, and procedures. Employee must be available to work weekends and holidays.

Physical Demands: May be required to stand for long periods, work up to 14 hours a day, lift up to 50 pounds. Hazards include sharp knives, heavy power equipment, wet floors, high temperatures.

Summary: Performs a variety of complicated tasks. Reports to executive chef. May lead and direct the work of others.

### Contact Information

Business Name: Old Rittenhouse Inn

Contact: Mark Phillips

Street: PO Box 584

City/State/Zip: Bayfield, WI 54814

Local Phone: (715) 779-5111

Fax: (715) 779-5887

Email: mark@oldrittenhouseinn.com

Website Address: <http://www.rittenhouseinn.com>

Print & email to a friend

**Red Cliff Early Childhood Center**  
**Policy Council Meeting Minutes**  
**June 22, 2010**  
**Memengwaa Trailer**  
**1:00pm**

Policy Council Members Present: Barb Gadbois, Auna Bresette, Jennifer Boulley, Edwina Buffalo-Reyes, Jennifer Bresette, Candyce Holcomb

Others Present: Nicky Gurnoe, HS Director; Nicole Boyd, Family Services Manager; Dee Gokee-Rindal, ECC Administrator

Meeting called to order by Barb at 1:05pm

**Approval of Minutes: May 18<sup>th</sup>, 2010**

Jennifer Boulley motioned to approve the minutes, Edwina seconded, all in favor, motion carried.

**EHS and HS May Budgets**

Nicky explained spend down and other updates. Jennifer Bresette motioned to approve, Auna seconded, all in favor, motion carried.

**Head Start State Funding Application-Nicky**

Head Start State Application Budget  
2010-2011  
To serve three additional children

Category	Amount Requested
Purchased Services	-0-
Personnel (Gina LaGrew)	\$6854
Fringe	\$5266
Non Capital Items (Supplies)	\$5205
Other	-0-
Total	\$17,325

All funds must be used to serve the (3) additional children served.

Jennifer Boulley motioned to approve the application and budget, Candyce seconded, all in favor, motion carried.

**Ratify Poll Vote: Three Eagles, Noc Bay, Native Reflections, Printing Plus, Wal Mart**

Edwina motioned to ratify poll votes for Three Eagles, Noc Bay, Native Reflections, Printing Plus, Wal Mart, Jennifer Bresette seconded, all in favor, motion carried.

### **ECC July Menu**

Auna motioned to approve. Candyce seconded, all in favor, motion carried.

### **Distribute Only: ECC May Program Summary Report**

Nicole distributed summary to PC.

### **Other**

PC member expressed concerns about sun block policy. Clarification was given on policy by Nicole and Nicky.

ECC Parent Survey Summary was distributed to PC members for review and information only.

**Set next meeting: July 20<sup>th</sup> @ 1:00pm**

**Candyce and Auna both excused themselves from the PC meeting.**

### **Executive Session: ECC HS Family Service Worker & Letter to Tribal Council**

Jennifer Bresette motioned to go into executive session at 1:40pm, Jennifer Boulley seconded, all in favor, motion carried.

### **Regular Session**

Edwina motioned to return to regular session at 2:15pm, Jennifer Boulley seconded, all in favor, motion carried.

### **Executive Session**

Jennifer Boulley motioned to go into executive session at 2:15pm, Edwina seconded, all in favor, motion carried.

### **Regular Session**

Jennifer Boulley motioned to return to regular session at 2:30pm, Jennifer Bresette seconded, all in favor, motion carried.

Edwina motioned to approve the recommendation of the selection committee for the ECC Head Start Family Service Worker, Jennifer Boulley seconded, all in favor, motion carried.

Jennifer Boulley motioned to adjourn at 2:30pm, Edwina seconded, all in favor, motion carried. Meeting adjourned.

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Policy Council Chairperson

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Date



# OCTOBER 2010

## BINAAKWII GIIZIS

MON

TUE

WED

THUR

FRI

1

4B OATMEAL, STRAW-  
BERRIES  
L BBQ'S, SW POT, TROP  
FRUIT  
S PBL ROLLUP/MILK

5B KIX, PEACHES, TOAST  
L CHIX, CARROTS, POT.,  
CRANBERRIES, ROLL  
SCHEEZ/CRACKERS  
JUICE

6B CORNFLAKES, BA-  
NANA, MUFFIN  
L FISH, COTTAGE FRIES,  
CORN, PEARS  
SRICECAKES/MILK

7B RICE CRISPIES, M.  
BERRIES, BAGEL  
L PEA SOUP, HAM SAND,  
PINEAPPLE, SALAD  
SMIXED VEG./DIP

11B PANCAKES, BLUE-  
BERRIES,  
L CHIX STRIP, FRIES,  
TROP FRUIT  
SCAKE/MILK

12B RICE CHEX, OR-  
ANGES, ENG. MUFFIN  
L SPAGHETTI, GR BREAD,  
CORN, MANGO  
SFRIUT CUP/CRACKER

13B HB OATS, STRAW-  
BERRIES,  
L VEGGIE SOUP, EGG  
SALAD, PINEAPPLE,  
SSTRING CHEEZ/JUICE

14B CHEERIOS, BA-  
NANA, MUFFIN  
L SCALLOP/HAM, PEAS,  
HONEYDEW, BR STICK  
STRAIL MIX/MILK

18B MALTO MEAL, BER-  
RIES, MUFFIN  
L SW/SOUR CHIX, RICE,  
PEACHES, BROCC.  
STORTILLA CRISP/DIP

19B CORN CHEX, OR-  
ANGES, TOAST  
L PIZZA, PEARS, CC,  
CORN  
SRICECRSP'S/MILK

20B RICE CRISPIES, BA-  
NANA, ENG MUFFIN  
L BEEF STROGANOFF,  
CARROTS, ORNAGES  
SPICKLE ROLLUP/MILK

21B FR TOAST STICKS,  
BLUEBERRIES  
L HAM/POT SOUP, PBJ,  
GR BEAN, CANTALOUPE  
SPEACHES/CC

25B EGGS, TOAST,  
PEACHES,  
L CHILI, CORNBREAD,  
CORN, PINEAPPLE  
S CHEEZ SAND./JUICE

26B CHEERIOS, PEARS,  
BAGEL  
L CHIX POT PIE, PEA/  
CARROT, MELON  
SPUDDING/PRETZELS

27B KIX, STRAWBER-  
RIES, MUFFIN  
L BEEF VEG SOUP,  
CHEEZ SAND, PEARS  
SNILLA WAFERS/MILK

28B HB OATS, BANANA,  
TOAST  
L HAM, POT, SPAGHETTI  
SQUASH, POT, CRISP  
SWW CRACKER/DIP

